



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2009  
Code: 12481707  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores .....	2
Summary of Student Participation .....	3
English Language Arts – Reading Results .....	4-6
Mathematics Results .....	7-9
Science Results .....	10-12

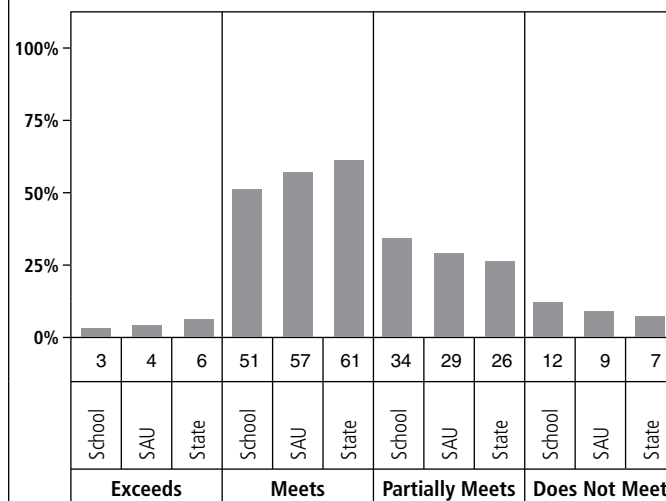
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

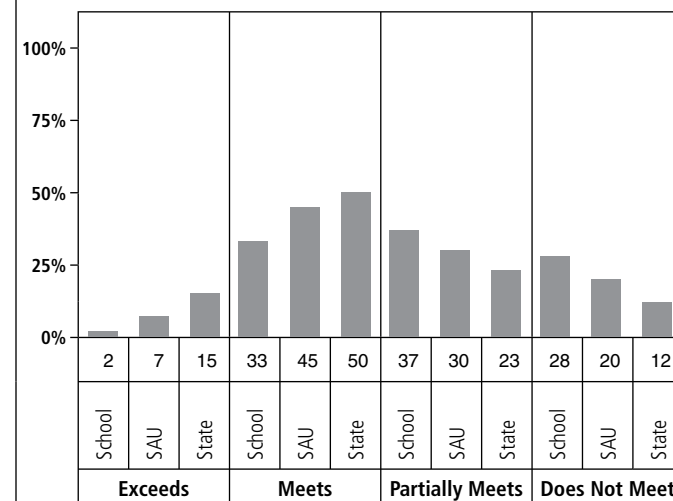
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	544	543	544
2007–2008	541	542	545
<b>2008–2009</b>	<b>543</b>	<b>544</b>	<b>546</b>
Cum. Avg.*	543	543	545
<b>Mathematics</b>			
2006–2007	543	544	546
2007–2008	539	542	546
<b>2008–2009</b>	<b>538</b>	<b>542</b>	<b>547</b>
Cum. Avg.*	540	543	546
<b>Science</b>			
<b>2008–2009 **</b>	<b>539</b>	<b>540</b>	<b>543</b>

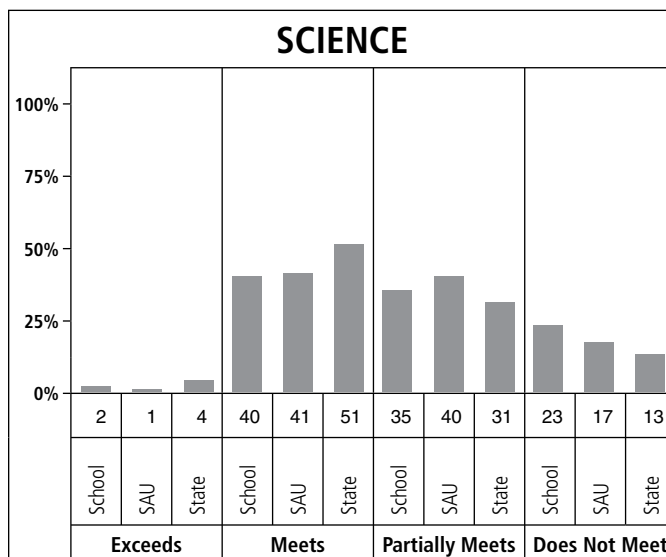
### ELA – READING



### MATHEMATICS



### SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\*Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	96	100	205	100	14212	100	95	100	204	100	14135	100	94	99	203	100	14144	100	95	100	204	100	14137	100
<b>Ethnicity</b> African American/Black	1	1	3	1	397	3	1	100	3	100	388	98	1	100	3	100	393	99	1	100	3	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	2	2	2	1	259	2	2	100	2	100	253	98	2	100	2	100	258	100	2	100	2	100	257	99
Hispanic	3	3	3	1	175	1	2	100	2	100	172	99	2	100	2	100	172	99	2	100	2	100	173	99
Caucasian/White	90	94	197	96	13271	93	90	100	197	100	13212	100	89	99	196	99	13211	100	90	100	197	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	15	16	42	20	2479	17	14	100	41	100	2454	100	14	100	41	100	2455	100	14	100	41	100	2451	99
<b>Current LEP</b>	1	1	1	0	374	3	1	100	1	100	359	96	1	100	1	100	370	99	1	100	1	100	366	98
<b>Economically disadvantaged</b>	50	52	110	54	5848	41	50	100	110	100	5815	100	49	98	109	99	5819	100	50	100	110	100	5812	100
<b>Migrant</b>	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	71	74	142	69	10849	76	71	74	155	76	10872	76	75	78	159	78	10976	77
Identified disability (PET/IEP)	0	0	5	4	298	3	0	0	6	4	307	3	2	3	8	5	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	1	1	123	1	0	0	2	1	121	1	1	1	3	2	126	1
<b>Participation with accommodations</b>	20	21	59	29	3122	22	19	20	45	22	3124	22	16	17	42	20	3019	21
Identified disability (PET/IEP)	10	50	33	56	1992	64	10	53	32	71	2000	64	8	50	30	71	1971	65
LEP	1	5	1	2	184	6	1	5	1	2	196	6	1	6	1	2	184	6
504 plan	1	5	2	3	84	3	1	5	1	2	86	3	0	0	0	0	81	3
Other	8	40	23	39	907	29	7	37	11	24	886	28	7	44	11	26	826	27
<b>Participation through alternate assessment (PAAP)</b>	4	4	3	1	164	1	4	4	3	1	148	1	4	4	3	1	142	1
Identified disability (PET/IEP)	4	100	3	100	164	100	4	100	3	100	148	100	4	100	3	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	1	1	1	0	19	0	1	1	1	0	19	0	1	1	1	0	20	0
<b>Non-participation – other</b>	0	0	0	0	58	0	1	1	1	0	49	0	0	0	0	0	55	0

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	7	6	10	5	702	5
	2007-2008	3	3	6	3	659	5
	<b>2008-2009</b>	<b>3</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>836</b>	<b>6</b>
	Cum. Total*	13	4	25	4	2197	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	56	50	101	49	7730	55
	2007-2008	44	43	96	47	8195	58
	<b>2008-2009</b>	<b>46</b>	<b>51</b>	<b>115</b>	<b>57</b>	<b>8495</b>	<b>61</b>
	Cum. Total*	146	48	312	51	24420	58
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	36	32	68	33	4182	30
	2007-2008	41	40	77	38	3800	27
	<b>2008-2009</b>	<b>31</b>	<b>34</b>	<b>58</b>	<b>29</b>	<b>3667</b>	<b>26</b>
	Cum. Total*	108	35	203	33	11649	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	12	11	29	14	1419	10
	2007-2008	15	15	25	12	1362	10
	<b>2008-2009</b>	<b>11</b>	<b>12</b>	<b>19</b>	<b>9</b>	<b>973</b>	<b>7</b>
	Cum. Total*	38	12	73	12	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	28.3	59.0	29.7	61.9	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	13.9	57.9	14.6	60.8	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	14.4	60.0	15.1	62.9	15.8	65.8

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 54  
 School: Margaret Chase Smith Sch.-Skow

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	91	3	3	46	51	31	34	11	12	543	201	4	57	29	9	544	13971	6	61	26	7	546
<b>Ethnicity</b>																						
African American/Black	1										3						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	2										2						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	87	3	3	44	51	29	33	11	13	543	195	4	58	28	10	544	13062	6	62	26	6	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	0	0	4	40	6	60	529	38	0	16	53	32	535	2290	0	29	47	23	537
No	81	3	4	46	57	27	33	5	6	544	163	6	67	23	4	546	11681	7	67	22	4	548
<b>Current LEP</b>																						
Yes	1										1						354	1	35	34	30	538
No	90	3	3	45	50	31	34	11	12	543	200	5	57	29	10	544	13617	6	61	26	6	546
<b>Economically disadvantaged</b>																						
Yes	47	1	2	21	45	17	36	8	17	541	108	2	52	32	14	543	5716	2	51	35	12	542
No	44	2	5	25	57	14	32	3	7	544	93	8	63	25	4	546	8255	9	67	20	4	548
<b>Migrant</b>																						
Yes	0										0						8	0	38	25	38	538
No	91	3	3	46	51	31	34	11	12	543	201	4	57	29	9	544	13963	6	61	26	7	546
<b>Gender</b>																						
Female	49	1	2	23	47	21	43	4	8	542	107	4	57	33	7	545	6882	8	62	24	6	547
Male	42	2	5	23	55	10	24	7	17	543	94	5	57	24	13	544	7089	4	60	28	8	545
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	3	25	7	58	2	17	538	33	0	52	42	6	542	1914	1	41	44	14	540
No	79	3	4	43	54	24	30	9	11	543	168	5	58	26	10	545	12057	7	64	23	6	547
<b>Gifted/talented program</b>																						
Yes	0										0						450	26	72	2	0	557
No	91	3	3	46	51	31	34	11	12	543	201	4	57	29	9	544	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 54  
 School: Margaret Chase Smith Sch.-Skow

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	1	25	1	25	2	50	536	5	0	40	40	20	539	4	2	40	34	24	540
B. less than one hour	60	3	6	29	56	16	31	4	8	544	61	5	61	26	8	545	70	6	63	26	6	546
C. one to two hours	29	0	0	11	44	11	44	3	12	541	29	5	57	30	7	545	24	7	61	26	6	546
D. more than two hours	6	0	0	4	80	0	0	1	20	538	5	0	50	30	20	539	2	4	42	33	21	541
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	35	0	0	19	63	8	27	3	10	543	35	7	68	19	6	547	36	10	67	18	5	549
B. good	45	2	5	21	55	12	32	3	8	544	48	3	59	30	9	544	47	5	62	27	6	546
C. fair	18	0	0	4	27	7	47	4	27	539	16	0	39	42	19	540	15	2	47	40	12	541
D. poor	2	0	0	1	50	1	50	0	0	539	1	0	50	50	0	539	2	0	30	46	24	537
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	0	0	15	56	10	37	2	7	542	33	6	66	25	3	547	31	9	65	20	5	548
B. They match some of what I have learned.	51	1	2	23	53	14	33	5	12	543	51	2	59	28	11	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	15	1	8	7	54	4	31	1	8	543	12	8	46	33	13	542	10	3	45	38	14	542
D. There is no match.	2	0	0	0	0	0	0	2	100	527	4	0	38	38	25	537	3	1	31	41	27	537
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	3	33	2	22	4	44	536	11	0	32	32	36	537	16	3	49	32	15	542
B. about the same as my regular schoolwork	55	3	6	23	49	17	36	4	9	544	62	7	59	29	5	546	64	7	63	25	5	547
C. easier than my regular schoolwork	34	0	0	19	66	9	31	1	3	545	26	2	69	24	6	546	20	5	62	26	7	546
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	17	2	33	3	50	533	11	0	24	43	33	535	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	58	1	2	24	49	18	37	6	12	541	56	3	61	28	8	544	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	35	2	7	19	63	8	27	1	3	547	33	9	65	23	3	549	38	10	68	18	4	549
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	16	0	0	8	57	5	36	1	7	543	20	5	58	30	8	545	20	10	64	21	5	548
B. 20 minutes to an hour	59	3	6	26	51	17	33	5	10	544	60	6	60	27	7	546	56	7	65	24	5	547
C. less than 20 minutes	10	0	0	5	56	1	11	3	33	541	10	0	50	20	30	539	10	3	52	33	12	543
D. I rarely read at home.	14	0	0	6	50	5	42	1	8	540	9	0	56	39	6	542	14	1	46	38	14	541
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	32	0	0	14	54	9	35	3	12	542	30	2	63	25	11	545	25	3	53	33	11	543
B. six to ten pages	33	2	7	13	48	9	33	3	11	543	32	5	51	36	8	543	26	6	61	26	7	546
C. eleven or more pages	35	1	3	15	52	9	31	4	14	542	38	7	59	25	10	545	49	8	65	23	5	547
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	1	100	0	0	0	0	544	25	0	100	0	0	544						
C.	50	0	0	0	0	1	100	0	0	532	25	0	0	100	0	532						
D.	0										50	50	0	50	0	553						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	9	8	16	8	1711	12
	2007-2008	7	7	18	9	1617	12
	<b>2008-2009</b>	<b>2</b>	<b>2</b>	<b>13</b>	<b>7</b>	<b>2119</b>	<b>15</b>
	Cum. Total*	18	6	47	8	5447	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 542–560)	2006-2007	49	44	99	48	6778	48
	2007-2008	38	37	88	43	7284	52
	<b>2008-2009</b>	<b>30</b>	<b>33</b>	<b>89</b>	<b>45</b>	<b>7046</b>	<b>50</b>
	Cum. Total*	117	38	276	45	21108	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	34	31	63	30	3884	28
	2007-2008	39	38	66	32	3341	24
	<b>2008-2009</b>	<b>33</b>	<b>37</b>	<b>59</b>	<b>30</b>	<b>3193</b>	<b>23</b>
	Cum. Total*	106	35	188	31	10418	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	19	17	30	14	1683	12
	2007-2008	19	18	32	16	1778	13
	<b>2008-2009</b>	<b>25</b>	<b>28</b>	<b>39</b>	<b>20</b>	<b>1638</b>	<b>12</b>
	Cum. Total*	63	21	101	17	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	20.2	42.1	22.5	46.9	25.5	53.1
<b>A. Number</b>	<b>18</b>	<b>38</b>	7.5	41.7	8.4	46.7	9.8	54.4
<b>B. Data</b>	<b>10</b>	<b>21</b>	4.0	40.0	4.4	44.0	5.2	52.0
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	3.8	38.0	4.4	44.0	4.7	47.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	4.9	49.0	5.3	53.0	5.7	57.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 54  
 School: Margaret Chase Smith Sch.-Skow

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	90	2	2	30	33	33	37	25	28	538	200	7	45	30	20	542	13996	15	50	23	12	547
<b>Ethnicity</b>																						
African American/Black	1										3						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	2										2						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	86	2	2	28	33	32	37	24	28	537	194	6	45	29	20	542	13078	15	51	23	11	547
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	2	20	4	40	4	40	528	38	0	26	42	32	533	2307	3	32	32	33	536
No	80	2	3	28	35	29	36	21	26	539	162	8	49	27	17	544	11689	17	54	21	8	549
<b>Current LEP</b>																						
Yes	1										1						365	5	33	30	32	536
No	89	2	2	29	33	33	37	25	28	537	199	7	44	30	20	542	13631	15	51	23	11	547
<b>Economically disadvantaged</b>																						
Yes	46	1	2	14	30	15	33	16	35	535	107	6	41	28	25	540	5731	7	46	29	18	542
No	44	1	2	16	36	18	41	9	20	540	93	8	48	31	13	544	8265	21	53	19	7	550
<b>Migrant</b>																						
Yes	0										0						8	0	38	50	13	540
No	90	2	2	30	33	33	37	25	28	538	200	7	45	30	20	542	13988	15	50	23	12	547
<b>Gender</b>																						
Female	48	2	4	14	29	14	29	18	38	536	106	8	44	23	25	541	6889	14	51	23	12	546
Male	42	0	0	16	38	19	45	7	17	540	94	4	45	37	14	543	7107	16	50	23	11	547
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	1	9	5	45	5	45	527	32	3	34	25	38	535	1918	3	39	36	22	539
No	79	2	3	29	37	28	35	20	25	539	168	7	46	30	16	543	12078	17	52	21	10	548
<b>Gifted/talented program</b>																						
Yes	0										0						450	64	34	2	0	564
No	90	2	2	30	33	33	37	25	28	538	200	7	45	30	20	542	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 54  
 School: Margaret Chase Smith Sch.-Skow

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	50	1	25	1	25	533	5	10	50	30	10	541	4	8	38	26	28	539
B. less than one hour	60	2	4	17	33	18	35	15	29	538	61	7	46	29	18	542	70	15	52	23	10	547
C. one to two hours	29	0	0	7	28	11	44	7	28	537	29	7	39	30	23	541	24	15	51	23	11	547
D. more than two hours	6	0	0	3	60	1	20	1	20	544	5	0	60	20	20	542	2	9	37	24	30	539
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	44	2	5	20	53	10	26	6	16	544	40	8	58	23	12	546	34	28	50	14	8	552
B. good	34	0	0	8	28	13	45	8	28	536	39	7	43	33	17	542	45	11	54	24	10	546
C. fair	19	0	0	1	6	6	38	9	56	528	18	3	23	34	40	533	18	3	45	33	19	540
D. poor	3	0	0	0	0	2	67	1	33	533	3	0	33	33	33	536	3	1	29	41	29	535
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	30	1	4	9	35	11	42	5	19	540	35	10	46	32	12	545	38	22	52	19	7	550
B. They match some of what I have learned.	49	1	2	18	43	14	33	9	21	541	49	6	52	26	16	543	48	12	53	24	11	546
C. They match just a little of what I have learned.	19	0	0	2	13	5	31	9	56	529	11	0	18	27	55	530	11	6	40	30	24	540
D. There is no match.	2	0	0	0	0	1	50	1	50	523	5	0	33	44	22	536	3	6	26	29	38	534
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	24	1	5	6	30	7	35	6	30	537	22	7	26	31	36	537	17	7	42	30	21	540
B. about the same as my regular schoolwork	58	1	2	18	37	17	35	13	27	540	63	7	53	28	13	544	64	15	53	23	10	547
C. easier than my regular schoolwork	19	0	0	5	31	7	44	4	25	536	15	7	40	33	20	541	19	24	49	17	10	550
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	17	0	0	2	13	5	33	8	53	526	13	0	28	36	36	532	7	6	39	27	27	539
B. 30–45 minutes	50	1	2	14	33	20	47	8	19	539	43	7	41	32	20	541	28	9	49	28	15	544
C. 45–60 minutes	28	1	4	12	50	5	21	6	25	543	36	7	55	24	14	545	41	17	53	21	9	548
D. more than 60 minutes	5	0	0	1	25	1	25	2	50	537	8	13	47	27	13	547	24	21	51	20	8	549
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	6	0	0	1	20	1	20	3	60	526	3	0	20	20	60	526	6	14	43	24	20	543
B. two or three days a week	5	0	0	2	50	0	0	2	50	531	7	0	38	23	38	534	24	17	52	21	10	548
C. two or three times each month	38	0	0	13	39	12	36	8	24	540	32	5	44	30	21	542	33	17	52	21	9	548
D. never or almost never	51	2	5	13	30	18	41	11	25	538	59	9	47	30	15	544	38	12	49	25	14	545
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	13	0	0	5	45	3	27	3	27	540	15	0	38	31	31	536	23	13	47	26	15	545
B. two or three days a week	30	0	0	9	35	11	42	6	23	539	29	5	45	32	18	542	31	17	52	21	10	548
C. two or three times each month	30	0	0	6	23	10	38	10	38	535	31	8	40	32	20	542	27	17	52	21	10	548
D. never or almost never	27	2	9	9	39	7	30	5	22	539	26	10	55	22	14	544	20	12	50	24	14	545
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	508	25	0	0	0	100	508						
C.	50	0	0	0	0	0	0	1	100	508	25	0	0	0	100	508						
D.	0										50	0	100	0	0	553						

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	2	2	2	1	626	4
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	36	40	83	41	7187	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	32	35	81	40	4364	31
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	21	23	35	17	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	48	100	26.4	55.0	27.1	56.5	29.2	60.8
<b>D. The Physical Setting</b>	24	50	11.4	47.5	11.8	49.2	12.9	53.8
<b>E. The Living Environment</b>	24	50	15.0	62.5	15.3	63.8	16.3	67.9

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 5  
 SAU: MSAD 54  
 School: Margaret Chase Smith Sch.-Skow

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	91	2	2	36	40	32	35	21	23	539	201	1	41	40	17	540	13995	4	51	31	13	543
<b>Ethnicity</b>																						
African American/Black	1										3						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	2										2						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	87	2	2	34	39	30	34	21	24	538	195	1	41	41	18	540	13080	5	52	31	12	544
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	10	0	0	2	20	5	50	3	30	535	38	0	26	47	26	536	2309	2	29	39	29	536
No	81	2	2	34	42	27	33	18	22	539	163	1	45	39	15	541	11686	5	56	30	10	545
<b>Current LEP</b>																						
Yes	1										1						361	1	23	32	44	533
No	90	2	2	35	39	32	36	21	23	538	200	1	41	41	18	540	13634	5	52	31	12	544
<b>Economically disadvantaged</b>																						
Yes	47	0	0	14	30	18	38	15	32	535	108	0	36	43	21	538	5729	2	42	37	20	539
No	44	2	5	22	50	14	32	6	14	542	93	2	47	38	13	542	8266	6	58	27	8	546
<b>Migrant</b>																						
Yes	0										0						8	0	25	13	63	530
No	91	2	2	36	40	32	35	21	23	539	201	1	41	40	17	540	13987	4	51	31	13	543
<b>Gender</b>																						
Female	49	0	0	16	33	17	35	16	33	535	107	0	34	44	22	538	6886	4	49	33	14	542
Male	42	2	5	20	48	15	36	5	12	543	94	2	50	36	12	542	7109	5	54	29	12	544
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	12	0	0	3	25	2	17	7	58	527	33	0	27	39	33	534	1917	1	31	41	28	536
No	79	2	3	33	42	30	38	14	18	540	168	1	44	40	14	541	12078	5	55	30	11	544
<b>Gifted/talented program</b>																						
Yes	0										0						450	25	72	2	1	557
No	91	2	2	36	40	32	35	21	23	539	201	1	41	40	17	540	13545	4	51	32	13	543

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 5  
SAU: MSAD 54  
School: Margaret Chase Smith Sch.-Skow

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	5	0	0	2	50	1	25	1	25	537	5	0	50	20	30	538	4	2	37	35	25	538
B. less than one hour	60	2	4	20	38	16	31	14	27	539	61	2	38	44	16	540	70	4	53	31	12	544
C. one to two hours	29	0	0	8	32	14	56	3	12	539	29	0	43	41	16	540	24	5	51	31	12	544
D. more than two hours	6	0	0	4	80	0	0	1	20	548	5	0	60	20	20	544	2	4	39	31	26	539
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	36	1	3	11	35	9	29	10	32	538	35	1	41	38	19	540	26	7	56	26	11	545
B. good	47	1	3	17	43	15	38	7	18	540	44	1	45	41	13	541	53	4	53	31	11	544
C. fair	16	0	0	5	36	7	50	2	14	538	19	0	32	47	21	538	18	2	41	39	17	540
D. poor	1	0	0	1	100	0	0	0	0	548	2	0	67	0	33	540	3	1	33	36	30	536
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	33	1	4	9	32	13	46	5	18	540	21	2	38	45	14	541	23	5	56	28	11	544
B. They match some of what I have learned.	42	1	3	20	56	8	22	7	19	542	44	1	45	40	14	541	48	5	52	31	12	544
C. They match just a little of what I have learned.	19	0	0	4	25	7	44	5	31	533	26	0	38	40	22	538	23	4	49	33	14	543
D. There is no match.	7	0	0	1	17	3	50	2	33	535	9	0	39	39	22	539	6	3	40	34	23	539
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	11	0	0	5	56	2	22	2	22	539	24	0	48	37	15	541	23	5	48	31	16	543
B. about the same as my regular schoolwork	64	1	2	21	39	23	43	9	17	540	54	1	41	42	16	540	58	4	52	32	12	543
C. easier than my regular schoolwork	26	1	5	8	36	6	27	7	32	538	22	2	37	42	19	540	19	6	53	29	11	544
<b>How often do you have science classes?</b>																						
A. every day	32	0	0	9	33	11	41	7	26	538	27	0	40	42	19	540	33	5	51	31	14	543
B. a few times a week	45	1	3	15	39	13	34	9	24	538	50	1	41	43	14	540	45	4	52	32	11	544
C. once a week	12	1	10	6	60	3	30	0	0	549	7	7	50	43	0	546	8	4	50	30	16	542
D. a few times a month	12	0	0	4	40	3	30	3	30	537	16	0	42	29	29	538	15	4	52	30	14	543
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	49	0	0	15	36	19	45	8	19	539	32	0	38	44	17	539	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	15	0	0	4	31	5	38	4	31	534	19	0	24	53	24	536	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	26	1	5	10	45	6	27	5	23	540	30	2	47	39	12	542	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	10	1	11	5	56	1	11	2	22	546	18	3	54	26	17	543	21	6	58	27	10	545
<b>How often do you make observations and collect data in science class?</b>																						
A. a few times a week	42	1	3	15	42	14	39	6	17	540	45	1	41	43	15	540	47	4	51	32	12	543
B. a few times a month	34	1	3	11	38	12	41	5	17	541	29	2	42	47	9	542	27	5	54	30	11	544
C. once a month	13	0	0	4	36	2	18	5	45	534	12	0	39	26	35	536	10	5	49	30	15	543
D. never or almost never	12	0	0	4	40	3	30	3	30	534	14	0	43	32	25	537	15	3	48	32	16	542
<b>How often do you use observations and data to support your idea about science?</b>																						
A. a few times a week	39	1	3	13	41	9	28	9	28	539	38	1	42	40	16	540	46	4	52	32	12	543
B. a few times a month	34	0	0	12	43	12	43	4	14	541	35	0	40	45	15	541	28	5	53	30	12	544
C. once a month	14	1	8	3	25	5	42	3	25	538	12	5	23	50	23	537	11	4	47	34	15	542
D. never or almost never	13	0	0	6	55	3	27	2	18	541	15	0	55	28	17	541	15	4	50	30	16	542
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	0	0	1	100	500	25	0	0	0	100	500						
C.	50	0	0	0	0	0	0	1	100	514	25	0	0	0	100	514						
D.	0										50	0	50	0	50	544						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards  
N = Number